

Core Question 1: Is the educational program a success?

The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures.

Note: The Academic Performance Framework has been revised to include additional measures and to reflect changes in state accountability systems. For this reason, not all historical ratings are based on the listed indicator targets, and some historical ratings are not available.

| 1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system? | | | | | | | |
|---|---------------------------------------|---------|--|---------|----------------|---------|------------|
| Indicator Targets | Does not meet standard | | School has received a 'D' or 'F' for the most recent school year OR has received a 'D' for the last two consecutive years. | | | | |
| | Approaching standard | | School has received a 'C' for the most recent school year. | | | | |
| | Meets standard | | School has received a 'B' for the most recent school year. | | | | |
| | Exceeds standard | | School has received an 'A' for the most recent school year. | | | | |
| School Rating | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| | ES | | | | | | |
| Sub-ratings | Sub-ratings | | | | Points | Result | Sub-rating |
| | Elementary/Middle School Letter Grade | | | | 4 | A | ES |
| | High School Grade Letter Grade | | | | Not Applicable | | |

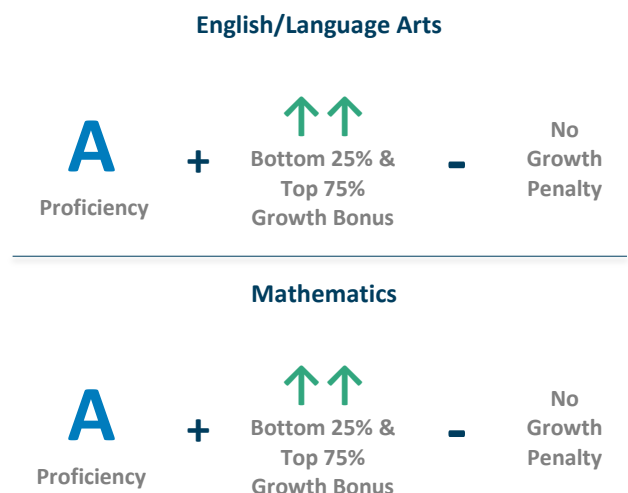
The Indiana State Board of Education awarded Tindley Collegiate an **A** for its 2013-14 school year performance. A school receives its final letter grade by earning proficiency points in both English/Language Arts and Math, and receiving a combination of bonus and penalty points based on student growth. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click [here](#).

State Accountability Results

In Spring 2014, 87.8% of Tindley Collegiate students passed the English/Language Arts portion of ISTEP+, while 95.9% of students passed the Mathematics portion.

In English/Language Arts, Tindley Collegiate received two bonus points – one for high growth in the Bottom 25% super subgroup, and one for high growth in the Top 75% super subgroup. The school did not receive any penalties for overall low growth.

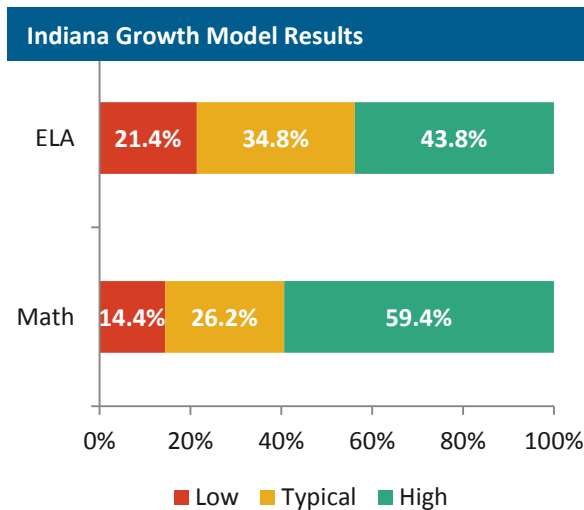
In Mathematics, the school earned two bonus points – one for high growth in the Bottom 25% super subgroup, and one for high growth in the Top 75% super subgroup. The school did not receive any penalties for overall low growth.



Based on its ISTEP+ proficiency levels and its bonuses and penalties, the school received an **A** for the 2013-14 school year and received an **Exceeds Standard** on the Office of Education Innovation (OEI) performance framework.

| 1.2. Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model | | | | | | | |
|--|--|--|---------------|---------------|---------------|---------------|---------------|
| Indicator Targets | <i>Only applicable to schools serving students in any one of, or combination of, grades 4-8.</i> | | | | | | |
| | Does not meet standard | Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth). | | | | | |
| | Approaching standard | Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth). | | | | | |
| | Meets standard | Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth). | | | | | |
| | Exceeds standard | Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth). | | | | | |
| School Rating | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| | ES | | | | | | |

Under the Indiana Growth Model, the IDOE compares each student's growth on ISTEP+ from one year to the next and determines whether students made low, typical or high growth compared to their academic peers. For more information on how growth is determined, click [here](#).



Each year, the Mayor's Office looks at a weighted average of students earning typical or high growth to ensure that students are making substantial and adequate gains over time. For more information on this calculation, see page 19 of the expanded criteria of the OEI performance framework.

In 2013-14, 78.6% of Tindley Collegiate students made typical or high growth in English/Language Arts, while 85.6% made those gains in Mathematics.

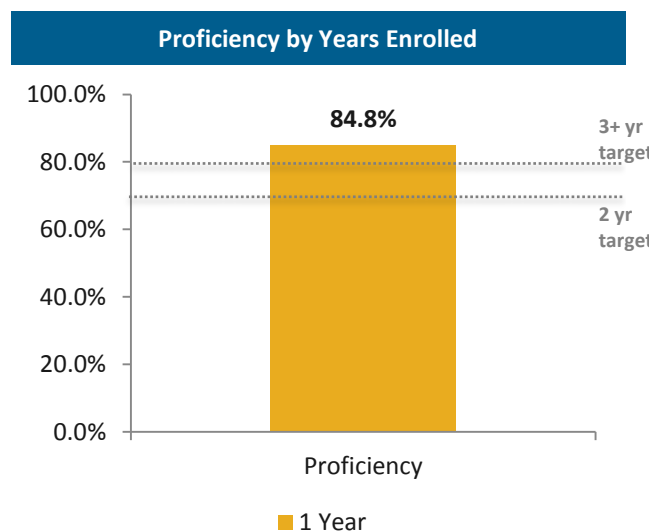
As shown in the table below, a weighted average across both subjects shows that 82.1% of students at Tindley Collegiate made sufficient gains in 2013-14. Thus, the school received a Exceeds Standard on the OEI performance framework.

| Subject | Low Growth | Typical Growth | High Growth | Total Sufficient |
|-------------------------|------------|----------------|-------------|------------------|
| English/Language Arts | 21.4% | 34.8% | 43.8% | 78.6% |
| Math | 14.4% | 26.2% | 59.4% | 85.6% |
| Weighted Average | | | | 82.1% |

| 1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school? | | | | | | | |
|---|------------------------|---|---------------|---------------|---------------|---------------|---------------|
| Indicator Targets | Does not meet standard | Less than 60.0% of students who have been enrolled at the school 3 or more years demonstrate proficiency on state standardized assessments. | | | | | |
| | Approaching standard | At least 60.0% of students enrolled 2 years and 70.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments. | | | | | |
| | Meets standard | At least 70.0% of students enrolled 2 years and 80.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments. | | | | | |
| | Exceeds standard | At least 80.0% of students enrolled 2 years and 90.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments. | | | | | |
| School Rating | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| | Not Evaluated | | | | | | |

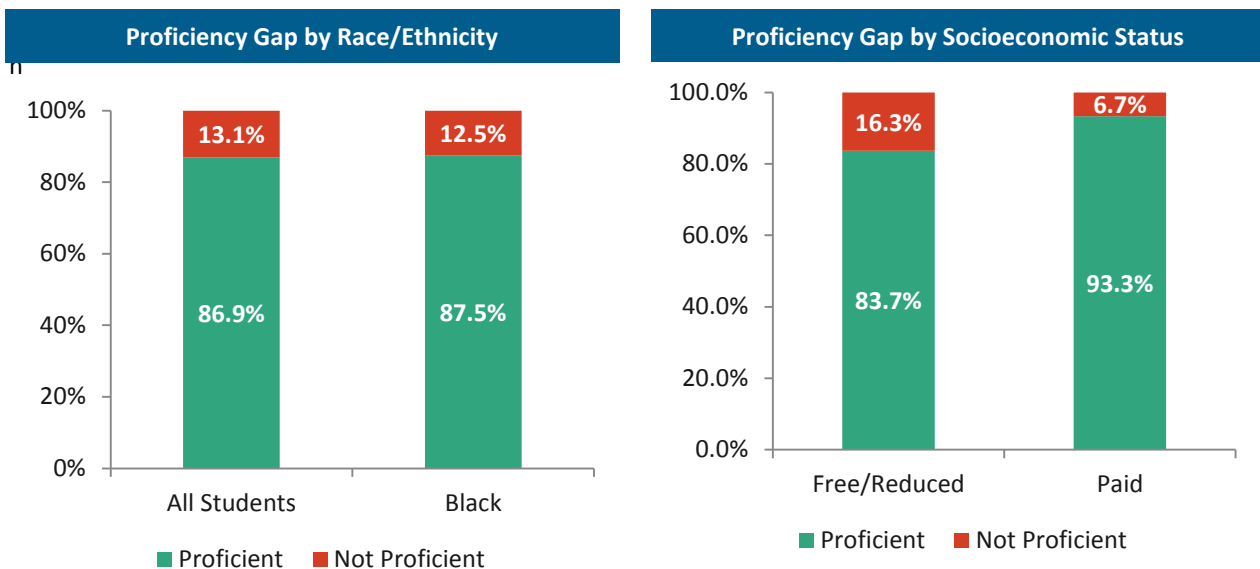
Many Mayor-sponsored charter schools are serving student populations from chronically low-performing schools. Recognizing this, the OEI performance framework examines student proficiency as a function of how many years students have been enrolled at the school – allowing more time for the school to reach a high level of student proficiency on standardized assessments.

The 2013-14 school year was Tindley Collegiate’s first year of operation, so the school did not have any students enrolled for two or more years, and could not be evaluated on this indicator. Student proficiency after one year enrolled is displayed against the two and three year targets below for illustration purposes only.



| 1.4. Is the school providing an equitable education for students of all races and socioeconomic backgrounds? | | | | | | | |
|--|------------------------|--|---------|---------|---------|---------|---------|
| Indicator Targets | Does not meet standard | School has more than 15% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses. | | | | | |
| | Approaching standard | School has no more than 15% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses. | | | | | |
| | Meets standard | School has no more than 10% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses. | | | | | |
| | Exceeds standard | School has more than 5% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses. | | | | | |
| School Rating | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| | MS | | | | | | |

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socceconomic status. Disaggregated performance for Tindley Collegiate is captured below.



While 86.9% of all Tindley Collegiate students were proficient, there are gaps between the overall performance of a variety of student groups.

OEI was unable to compare racial subgroup performance due to a largely homogenous student population. In order to report subgroup performance, a subgroup must have at least 30 students. Tindley Collegiate only enrolled more than 30 students in the Black subgroup.

However, as shown in the right graph above, Tindley Collegiate has a proficiency gap between Paid lunch student proficiency and Free/Reduced lunch student proficiency, resulting in a difference of 9.7%.

The 9.7% difference in Socioeconomic groups led to Tindley Collegiate receiving a **Meets Standard** on the OEI performance framework for the 2013-14 school year.

| 1.5. Is the school's attendance rate strong? | | | | | | | |
|--|---------------------------------|---------|---|---------|---------|----------------|---------|
| Indicator Targets | Does not meet standard | | School's attendance rate is less than 95.0%. | | | | |
| | Meets standard | | School's attendance rate is great than or equal to 95.0%. | | | | |
| School Rating | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| | MS | | | | | | |
| | Sub-ratings | | | | | Result | Rating |
| | Elementary/Middle School Grades | | | | | 96.7% | MS |
| | High School Grades | | | | | Not Applicable | |

Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year.

Tindley Collegiate has an aggregate attendance rate of 96.7%, and all grade levels maintained the 95% standard. Due to its aggregate rate, Tindley Collegiate received a **Meets Standard** on the OEI performance framework.

Attendance by Grade Level

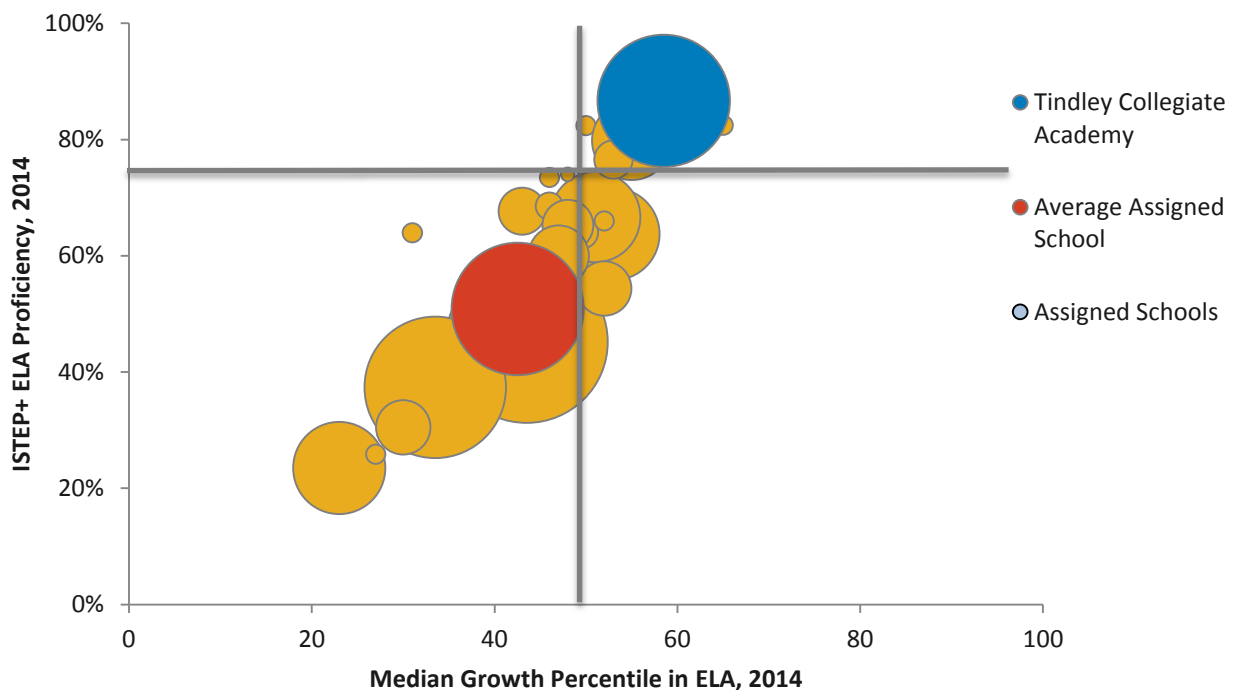
| | | |
|-----------------------|-------|---|
| 6 th Grade | 96.3% | ✓ |
| 7 th Grade | 97.0% | ✓ |
| 8 th Grade | 96.9% | ✓ |
| Overall Average | 96.7% | ✓ |

| 1.6. Is the school outperforming schools that the students would have been assigned to attend? | | | | | | | |
|--|------------------------|---------|--|---------|---------|---------|---------|
| Indicator Targets | Does not meet standard | | School's overall performance in terms of proficiency and growth is lower than that of the schools the students would have been assigned to attend. | | | | |
| | Approaching standard | | School's overall performance in terms of proficiency and growth outpaces that of the schools the students would have been assigned to attend. | | | | |
| | Meets standard | | School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend. | | | | |
| | Exceeds standard | | School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend. | | | | |
| School Rating | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| | ES | | | | | | |

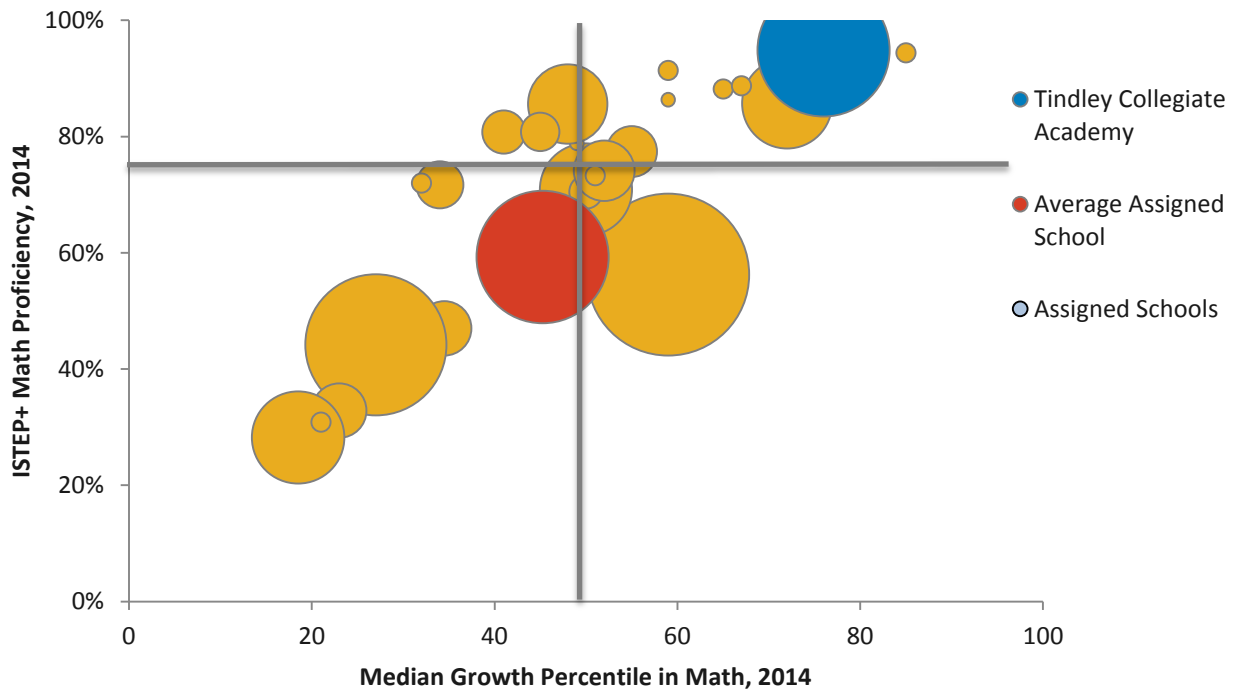
The Office of Education Innovation compared the performance of Tindley Collegiate to that of Marion County public schools that students would have been assigned to attend based on their place of residence.

The figures on the following page display the results of this comparison. In these figures, **yellow** bubbles represent the traditional public schools that students would have been assigned to attend if they did not attend Tindley Collegiate. The size of each **yellow** bubble is proportional to the number of students who would have attended that school. The horizontal axis line represents the average ISTEP+ performance in Indiana, while the vertical axis line represents the 50% growth percentile. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average growth. The **red** bubble represents the average performance and improvement of all assigned schools. The **blue** bubble represents the performance of Tindley Collegiate students.

As shown below, Tindley Collegiate students' overall proficiency outpaced that of their peers in English/Language Arts. Tindley Collegiate students also had a higher Median Growth Percentile (MGP) in ELA.



As shown below, Tindley Collegiate students' overall proficiency outpaced that of their peers in Math. Tindley Collegiate students also had a higher Median Growth Percentile (MGP) in Math.



In combination, Tindley Collegiate students outperformed their peers in four of four categories, earning the rating **Exceeds Standard** for the 2013-14 school year.

| 1.7. Is the school meeting its school-specific educational goals? | | | | | | | |
|---|------------------------|---|---------|---------|---------|---------|---------|
| Indicator Targets | Does not meet standard | School does not meet standard on either school-specific educational goal. | | | | | |
| | Approaching standard | School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, or 3) meeting standard on one school-specific educational goal, while approaching standard on the second goal. | | | | | |
| | Meets standard | School is 1) meet standard on both school-specific educational goals, or 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal. | | | | | |
| | Exceeds standard | School is exceeding standard on both school-specific educational goals. | | | | | |
| School Rating | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| | MS | | | | | | |
| School- | Goal | | | | | Result | Rating |

| | | | |
|----------------------|--|-----------|----|
| specific Information | 75% or better of students will be reading on or above grade level by the Spring administration of NWEA. | 66% | AS |
| | 75% or better of students will score in at least Tier 3 in both ELA and Math by the final Acuity assessment. | Above 80% | ES |

Each year, Mayor-sponsored charter schools set two educational goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In 2013-14, Tindley Collegiate set its first goal around student achievement on the NWEA reading assessment. The school reports that 66% of students completed the requirements for the goal, earning an **Approaching Standard** on its first goal.

Tindley Collegiate set its second goal around student achievement on the Acuity Predictive assessment. The school reports that more than 80% of students completed the requirements for this goal, earning the school an **Exceeds Standard** on its second goal.

Overall, Tindley Collegiate received an **Approaching Standard** on the OEI performance framework for this indicator.

School Mission Statement

The Tindley Collegiate Academy, in collaboration with its parents and broader community, will empower its students to become successful scholars who graduate with the capacity for rigorous high school and collegiate opportunities. Tindley Collegiate will provide a nurturing learning environment that encourages professional dialogue while providing instruction that intellectually engages, inspires and spurs academic achievement through a challenging and interactive curriculum.